UNIVERSITY OF LEICESTER

Impactful Intervention: Transitioning from 1to1 support to group support

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Background

- Research Services Team have been supporting the university's Doctorate of Clinical Psychology (DClinPsy) course for 13 years.
- Student numbers rising from 8 students per year initially to approximately 30 students per year.
- Demands in other service areas have increased, particularly support for systematic reviews.
- Number of 1to1 consultations provided almost tripled over three years:
  - 20 in 2022-23
  - 43 in 2023-24
  - 57 in 2024-25

Discussion: more with less

https://www.menti.com/alpkrjojz693

Previous support provided in first year

- Assignments in taught component of the 1st year of the DClinPsy course:
  - Short Critical Appraisal Essay
  - Critical Literature Review (Systematic Review)
- Library Research Support:
  - 30 min Library Induction
  - Two Hour Integrating Databases (Literature Searching) Session
  - 1to1 Appointments
  - Recording of central training on ‘Search Strategies for Systematic Reviews’

“Thank you also to Selina Lock for so helpfully fine-tuning search terms alongside me. So many of us trainees owe you a debt of gratitude for your input.”

Whetter, Dale (2023). Exploring Attitudes Towards The Power Threat Meaning Framework and Its Utility. University of Leicester. Thesis.
https://doi.org/10.25392/leicester.data.24619593.v1

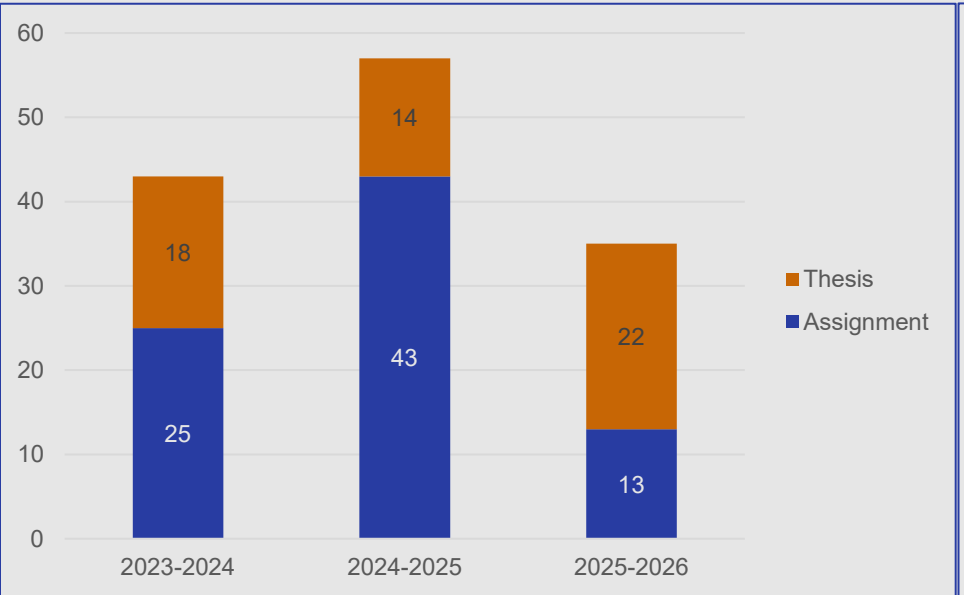
New support package agreed

- Library Induction Session (1 staff member x 30 minutes)
- Interrogating Databases Training Session (2 staff members x 2 hours)
- Suite of video tutorials on literature searching and search strategies for systematic reviews
- Drop-in help sessions supporting the first two assignments (8 x 1-hour sessions)
- 1to1 appointments if required, triaged according to need

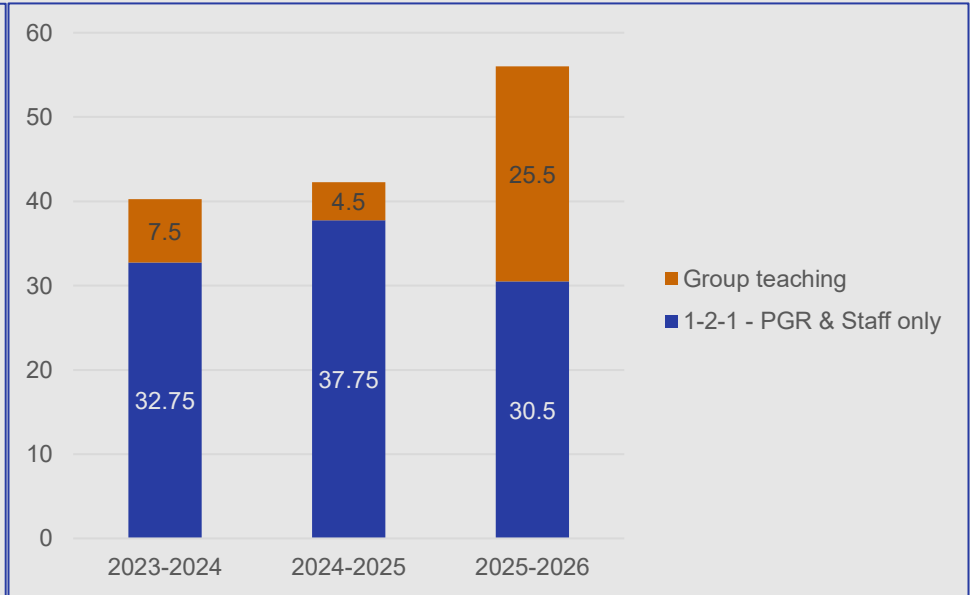
Outcomes

- 8 x1 hour drop in sessions delivered with good attendance. 5 sessions with 2 staff members, 2 with 1 staff member

Number of 1to1 sessions



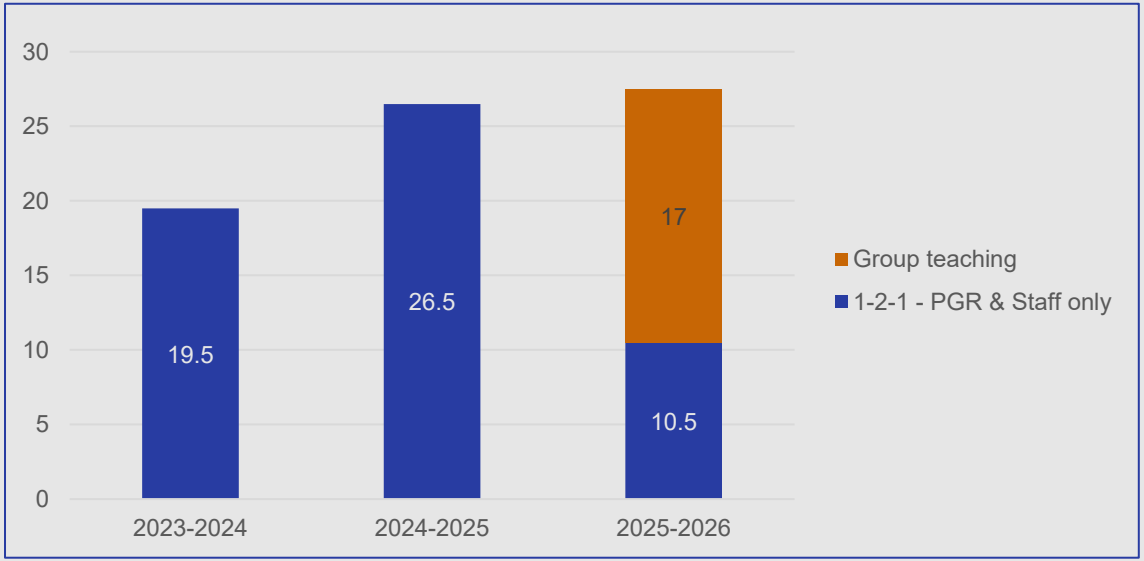
Staff time (hours) by group and 1to1 sessions



Conclusions

- Staff time overall for this cohort has not reduced, but has been more controlled – planned sessions vs on-demand support
- Anecdotally 1to1s requested tend to be for more complex queries at a later stage

Staff time spent on assignments specific support per year planned and ad hoc



Next steps

- More support videos for specific databases and tools
- Incorporating AI into training and support
- How to provide more efficient thesis support
- Review requirement for ongoing drop-in support – 1 staff member only?

Questions and your experiences